DOCUMENT RESUME

ED 204 877 EC 133 344

AUTHOR Beneventc, Joan A.
TITLE Special Education in Cyprus.
PUB DATE Feb 81
NOTE 30p.: Paper presented at The Council for Exceptional Children Conference on The Exceptional Bilingual Child (New Orleans, LA, February, 1981, Session F-3).

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Disabilities: Elementary Secondary Education: *Foreign Countries: Needs Assessment: *Special Education: Statistical Data: Surveys
IDENTIFIERS *Cyprus

ABSTRACT

A consultant mission was established to study the present situation of special education in Cyprus, advise the Cyprus government on the development of educational facilities for handicapped children in the country, and advise the government of the training of teachers of the handicapped and on educational equipment for special education. Information was compiled in the following areas: blind and deaf, physically handicapped, severely handicapped, mentally retarded, maladjusted, older handicapped, legislation, medical services, psychological services, voluntary organizations, and parents. Conclusions and recommendations focused on such topics as the preparation of special education teachers, mainstreaming, buildings, classrooms, and equipment. Among suggestions offered were that each district committee establish an interdisciplinary assessment team, that visiting nurses and social workers carry out a systematic child find survey, that thought should be given to changing the teacher/pupil ratio, and that combined educational/vocational programs be established on the secondary school level. Attention was also given to boarding houses, ancillary service needs, residential settings for the severely handicapped, advisory boards for parents, roles of parents of the handicapped, and research projects. (SB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED204877

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

SPECIAL EDUCATION IN CYPRUS

Joan A. Benevento, Ph. D.
Coordinator of Special Education
St. John's University
Division of Education and Human Services
Jamaica, New York 11439

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Joan A. Benevento
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Since the United Nations General Assembly Declaration on the Rights of Mentally Retarded Persons (1973) many countries have turned to this organization for assistance in expanding their existing educational programs to include the handicapped. This report provides an overview of the development of special education in Cyprus. It is the result of a UNESCO consultancy mission covering a four month period from January to May, 1980.

At the request of the Government of Cyprus, the Director-General of UNESCO arranged for a consultant mission, financed under the Organization's Regular and Participation Programmes, to be carried out in Cyprus from 7 January to 7 May 1980 with the following terms of reference:

(a) study the present situation of special education in Cyprus

(b) advise the Government of Cyprus on the development of educational facilities for handicapped children in the country, in particular for the mentally retarded, and on modern teaching techniques in their education

(c) advise the government on the training of teachers of the handicapped and on educational equipment for special education

Planning the mission. In keeping with the above description and in cooperation with the Inspector of Special Education, it was decided that the consultant would concentrate her efforts on teacher training and on programming for the mentally retarded and the maladjusted. In mutual agreement, the consultant's work plans were as follows:

(a) three to four weeks of collecting data; making initial, introductory visits to existing programmes; and meeting appropriate personnel

EC133344

(b) preparing and teaching seminars for all those teaching mentally retarded or maladjusted children

(c) preparing and teaching a seminar on basic special education principles and practices to regular education teachers

(d) meeting with the Cyprus Special Education Committee to advise on current conditions and immediate future planning

(e) meeting with Cyprus school psychologists to advise on current assessment procedures and future needs

(f) meeting and advising members of the Cyprus Parents of the Handicapped groups

(g) assisting the Inspector of Special Education with identifying sources for obtaining teaching materials for the handicapped

Content of the seminars. After three weeks of on-site evaluations of the classes for the mentally retarded and the maladjusted, the consultant decided to conduct the seminars around the following topics:

(a) characteristics of special education teachers
(b) causes of handicapping conditions
(c) definitions of mental retardation and maladjustment
(d) curriculum approaches to the handicapped
    (1) behavioristic task analysis
    (2) clinical-prescriptive teaching
    (c) competency-based instruction
(e) assessment of:
    (1) sensory-motor processing
    (2) visual processing
    (3) auditory processing
    (4) language
(f) classroom management techniques
(g) basic principles of teaching reading and arithmetic to the handicapped

Because there are too few special education texts readily available to the teachers of the handicapped, packets of lecture materials were prepared and distributed at each meeting. These are to be translated into Greek for wider distribution throughout Cyprus.

BACKGROUND INFORMATION

Existing programmes and legislative measures. Primary education has been in the domain of the Cyprus Government since 1924. With independence in 1960 the government assumed responsibility for both primary and secondary schools. Compulsory general education for children aged six to twelve was legislated in 1962.

Statistics. Figures and facts concerning the Cyprus population, birth rate, school population, and special education facilities were kindly provided by the Ministry of Education, the Inspector of Special Education, and the headmasters/mistresses of special education programmes.

The latest official statistical report (mid-1970) shows a total population in Cyprus of approximately 650,000 inhabitants. Of this total, 77 per cent are of Greek origin, 18.3 per cent are of Turkish origin and 7.7 per cent are other minorities. The consultant having been assigned to the Cyprus Government, worked exclusively with Greek Cypriots.

The birth rate figure is approximately 20 per thousand per year. The report of the Ministry of Education in Cyprus for the period of 1979-1980 gives the following data:

estimated total population ages 5-8	is	22,597
estimated total population ages 9-11	is	26,089
estimated total population ages 12-18	is	44,600
Total		93,886

number of pupils attending school 1979-1980:

primary school	49,286
secondary school	42,390
Total	91,676

special education 1979-1980:

mentally retarded	303
maladjusted	70
blind	59
deaf	95
Total	527

Based on Cyprus educational statistics the proportion of children of compulsory

school-age (in Cyprus, 5-18) needing special education provisions are approximately as follows:

mentally retarded	10 per 1,000
maladjusted	10 per 1,000
blind less than	.002 per 1,000
deaf less than	.006 per 1,000

If these statistics are applied to the 91,676 children in the Cyprus school system for 1979-1980, the following predictions can be made for 1980-1981:

mentally retarded	916
maladjusted	916
blind	2
deaf	6
Total	1,840

Analysis of these figures show that the areas demanding serious attention are mental retardation and maladjustment. Cyprus will concern itself with the children in these categories who are not yet being served.

Blind and deaf. A school for the blind was established in 1929 and remained under philanthropic auspices until 1957, at which time it came under government support. A school for the deaf, established in 1953 as a charitable facility came under government control in 1956. Each of these schools is ruled by its own Board of Management which is appointed by the Cyprus Council of Ministers. Each Board of Management is then in turn directly responsible to the Council of Ministers.

Physically handicapped. At present there is no specific government facility in Cyprus for school-age physically handicapped. Those children who have cerebral palsy, orthopedic involvement, and/or chronic health problems, if placed, are among children in other categories of handicap, or among normal children. A recent movement has begun to assist in developing and implementing appropriate services for these children. Cyprus has two separate groups specifically organized for spastic children. In addition, the Cyprus Red Cross has recently opened a charitable facility, housing approximately 32 children who are physically/ orthopedically handicapped and/or chronically ill. The adult physically handi-

capped (aged 18 and above) are provided for in a government-supported rehabilitation center which strives to offer both educational and vocational training.

Severely handicapped. In 1964 a philanthropic women's group in Cyprus, Enosis, established a small home for severely retarded youngsters. In 1977, with assistance from UNESCO, this home developed into a residential institution which now houses 42 children. Since that time it has been under government control. This institution is located in the city of Nicosia. In addition, a small private residence serving severely handicapped children exists in the city of Limassol.

Mentally retarded. At present, the mildly (educable) mentally retarded (IQ 50-70), as a group, do not have any special education programmes particularly designed for them. These children remain in regular school classrooms. In 1965, in Nicosia, a day school became the first facility to built for the moderately mentally retarded (IQ 25-50). Services continued to grow so that similar day schools for moderately retarded children arose in the cities of Limassol (1966), Paphos (1967), Larnaca (1968) and in the village of Liopetri (1980). In addition to the day school, the sites at Limassol and Paphos each have a sheltered workshop and a boarding house. The boarding houses are charitable organizations and are not yet government supported. A vocational training facility for older moderately retarded persons was built in Nicosia in 1977.

Maladjusted. It was with the maladjusted children that Cyprus made its initial attempt at integrating special education programmes into the regular schools. Begun in 1973 the programme now consists of eight classes located in various regular schools throughout Nicosia. They provide for maladjusted children from the ages of five to fifteen. These classes are supervised by a headmistress and a deputy headmaster. In cooperation with the headmasters/mistresses of the regular schools, they strive to expose the maladjusted children to a normal school environment, while at the same time offering specialized curricula. The Cyprus Government has recently begun (1979) a school for older

delinquent children. Because these children have had difficulty with the law, placement in this school is by court order.

Older handicapped. There is a decided lack of programmes for the older handicapped in Cyprus. The vocational rehabilitation center for the physically handicapped has the largest number of older clients and strives to give them specific job training with placement in the normal working world as its goal. In addition to this programme the center is now building a boarding house and will establish a sheltered workshop for those unable to travel to, or adjust to, the normal working world.

The school for the blind and the school for the deaf have secondary programmes at their respective sites but strive to enroll as many of their students as possible in regular secondary schools.

The vocational education school for the mentally retarded services 18 persons between the ages 15-18 and 47 persons aged 18 and above. In combination the schools for the moderately retarded service 45 persons between the ages 15-18. The schools for the moderately retarded in Limassol and Paphos have sheltered workshops which together service approximately 37 persons aged 18 and above.

Eleven secondary level students are housed in a reform school in the city of Limassol. And, as mentioned earlier in this report, the maladjusted students are housed in regular school buildings. The only classroom for the maladjusted aged 15 to 18 is a small one-room building in the grounds of a regular school with slementary and secondary programmes. The ten children of this class do not participate in the activities of the regular school. This is not consistent with the basic concept of integration and has presented problems which warrant serious investigation and remedy. There are no secondary classes for the handicapped in the regular schools, even though the law stipulates their formation.

RECENT LEGISLATION

In May 1979, the Cyprus Government by law undertook responsibility for educating children between the ages 5-18 who fall into the categories of the

moderately mentally retarded (IQ 25-50); the mildly mentally retarded (IQ 50-70); the slow learner (IQ 70-85); the maladjusted; and those children who do not fit into the above categories and have normal or above average intelligence, but yet do not learn from traditional school curricula.

The Council of Ministers is empowered to organize schools and programmes for any of the above categories throughout Cyprus. This legislation also requires each district in Cyprus to form a committee on the handicapped. Included in this committee must be a psychiatrist, a clinical psychologist, an educational psychologist, and a representative from the Ministry of Education. The duty of these committees, (yet to be formed) is to regulate (1) the establishment of programmes, (2) physical facilities and equipment, (3) development of boarding houses, (4) procedures for getting referrals from regular schools, (5) assessment, (6) placement procedures, (7) criteria for teacher qualification, (8) communication of available facilities to parents.

The legislative actions and the already existing special education facilities offer a firm foundation for the expansion of services to the handicapped. Cyprus has shown a clear commitment to increasing special education programmes and personnel. Table I summarizes existing government-supported programmes in Cyprus.

Teaching Training

At present there is no university or degree-issuing college in Cyprus. There is a pedagogical academy which offers a three-year training programme leading to a certificate in primary education. Those seeking certification in secondary education must take their training in other countries. However, Cyprus has a pedagogical institute which regularly offers seminars in elementary and secondary education.

Programmes issuing degree status, diploma status, or certificate status in special education do not exist in Cyprus. Those persons wishing to obtain extensive training in special education must travel to other countries to do so. It becomes immediately evident that this procedure is costly and ineffective in

terms of the number of persons trained.

Also, teachers seek knowledge of working with the handicapped by attending seminars presented in Cyprus either by the government itself or by consultants invited from other countries. Since 1967 the Cyprus Government has offered a week's seminar in special education annually. During 1969-1970 a one-month training seminar was offered by a consultant from England. Another two-week seminar was presented during 1977-1978 by a consultant from Greece. The most recent seminar is the subject of this UNESCO report. While this approach can reach a slightly larger number of teachers, it cannot hope to prepare enough personnel to meet the special education needs at present existing in, and immediately predicted for, Cyprus.

In Cyprus, regular education teachers with no formal education or actual teaching experience in special education are often assigned to teach classes of handicapped children. These teachers must rely on whatever in-service training is provided at their particular site. The quality and quantity of these in-service sessions needs to be developed.

In the twelve government-controlled special education sites described in Table I, there are 15 administrators and 127 teaching staff. The 15 administrators have the following special education training:

4 - university or college degree
5 - diploma status
1 - certificate status
5 - seminar/in-service training

The 127 members of the teaching staff have received the following special education training:

0 - university or college degree
3 - diploma status
3 - certificate status
121 - seminar/in-service training

Table II summarizes the type of special education training of those currently working with the handicapped.

TABLE I

GOVERNMENT SUPPORTED SPECIAL EDUCATION FACILITIES IN CYPRUS

Facility	Year Estab-lished	Number of Pupils				Number of Personnel			
		C.A. 5-8	C.A. 9-11	C.A. 12-18	C.A. 18+	Admin.	Teaching Staff		Non-teaching Staff
							full time	part time	
Nicosia									
School for Blind	1929	8	5	27	20	1	10	2	13
School for Deaf	1953	34	25		6	1	13	-	6
Inst. for Severely Handicapped	1977	11	18	15	-	2	34[x]	-	4
Voc'l. School for Mentally Retarded	1977	-	-	18	47	1	7	3	3
School for Moderately Retarded	1965	5	11	28	-	1	7	1	4
Classes for Maladj.	1973	6	24	30	-	2	7	1	1
Voc'l. Rehab. Center for Phys. Handicapped	1969	-	-	60	34	1	6	-	8
Limassol									
School for Moderately Retarded	1966	36	63	31	12	1	16	-	10
Reform School for court-appt. cases	1979	-	-	11	-	1	10	-	7
Larnaca									
School for Moderately Retarded	1963	8	18	8	-	1	3	-	3
Paphos									
School for Moderately Retarded	1967	4	6	20	-	1	5	1	3
Liopetri									
School for Moderately Retarded	1980	4	8	4	-	1	1	-	2
Totals		126	178	241	119	14	119	8	64

x These are on a rotating 24-hour basis. There are no less than 10 staff on duty at any one time.

TABLE II

SPECIAL EDUCATION TRAINING OF THOSE WORKING WITH THE HANDICAPPED IN CYPRUS

1979-1980

	Blind		Deaf		Mentally Retarded		Maladjusted		Physically Handicapped	
	A*	TS**	A	TS	A	TS	A	TS	A	TS
Total number of personnel	1	12	1	13	9	78	3	18	1	6
REGULAR EDUCATION										
Master's Degree										
Bachelor's Degree										
Diploma Certificate	1	12	1	13	9	78	3	18	1	6
SPECIAL EDUCATION										
Master's Degree					2					
Bachelor's Degree			1		0					
Diploma	1			2	3	1	2			
Certificate		2		4	1	1	1			
Seminar/ In-Service		10		7	3	76		18	1	6

* A = Administrators
** TS = Teaching staff

ASSESSMENT PROCEDURES

According to recent legislation, any child between the ages of 5-18 suspected of having learning and/or behavior problems may be referred to the proper authorities for possible special education placement. Before such placement can occur the child must have had complete medical and psychological examinations.

Medical services. Medical services for the initial examinations appear to be relatively adequate. Follow-up is provided by the school medical service which is responsible for all public schools. Medical personnel connected with this service visit public schools on a routine basis. Headmasters and headmistresses can if necessary call upon this service for general and specialized medical care for their pupils.

Psychological services. At present there are only four government-employed school psychologists in Cyprus. They are responsible for rendering both psychometric and vocational guidance services to the entire school population. This is clearly not sufficient. For the handicapped, the school psychologists function primarily as psychometricians even though they are very well trained and can offer other services to teachers, parents and children. After undertaking the initial psychometric evaluation and subsequent placing of the handicapped in a special education programme, the school psychologists cannot provide the continuous psychological assistance the children and their families so desperately need.

Ancillary Services

One of the most serious problems facing the Cyprus Government in providing for its handicapped is the lack of sufficient ancillary services. Speech therapy and physical therapy are crucial for the handicapped. Yet there is no special education facility in Cyprus which has a properly trained full-time speech therapist. There is one qualified speech therapist who works part-time at the boarding house in the city of Limassol. Parents seeking speech therapy for their

handicapped children must do so on a private patient basis. Staff members in the special education facilities who are doing speech correction do not have the training which meets the standards of this discipline.

Except for the rehabilitation center for the physically handicapped only one other center, the institution for the severely handicapped, has a full-time physical therapist. Occasionally a physical therapist will donate services to one of the special education facilities, but not on a regularly scheduled basis.

Of all the facilities referred to in this report, there is only one, the vocational school for the retarded, which has a full-time qualified occupational therapist.

There are no social workers directly attached to the Ministry of Education specifically assigned to the special education sites. Although there is the possibility of obtaining assistance from the social workers of the welfare office, this is usually done through individual contact by a headmaster/headmistress. This procedure does not meet the needs of the handicapped and their families.

There are no vocational guidance advisors, physical educational therapists, recreation therapists, music therapists or art therapists for the handicapped in Cyprus.

Voluntary Organizations

For many years a number of charitable organizations in Cyprus have made significant contributions on behalf of the handicapped. In addition to the Lions Club and the Rotary Club there are a number of special purpose groups which have provided direct services to the handicapped. Some of the special service groups are:

Enosis
Pan Cyprian Association for Mentally Retarded Persons
Pan Cyprian Association for Children with Speech Problems
Pan Cyprian Association for Blind People
Pan Cyprian Association for Rehabilitation of Physically Handicapped Children
Pan Cyprian Council of Welfare
Pan Cyprian Association for Spastics
Friends of the Deaf

Many of the currently existing facilities for the handicapped were originally begun by these charitable organizations.

Parents. Cyprus parents have formed strong, active, cohesive groups which have become deeply involved in the promotion and development of more complete and effective programmes for their children. Each school has a parent council which contributes time, money and effort to improving services for the handicapped. In addition, they constantly strive to promote public understanding and to encourage legislation on behalf of their children.

CONCLUSIONS AND RECOMMENDATIONS

The education and training of the handicapped must be designed to provide opportunity for physical, social, emotional and intellectual growth in order that a maximum degree of independence and social adjustment may be realized. This purpose applies whether programmes are located in any of a variety of community settings, residential, non-public, public. Cyprus has made a decided commitment towards this purpose. It has taken some serious, important, initial steps in this direction by its recent legislation, its building programme, and its new appointment of an Inspector of Special Education. The following conclusions and recommendations are intended to facilitate the further organization of existing programmes and the implementation of new programmes.

Preparation of special education teachers. One of the most serious problems facing Cyprus is a severe lack of properly trained personnel to teach the handicapped. Recommendation was made that establishing teacher training programs be among the top special education priorities. More effective and extensive manpower recruitment and training programmes for work with the mentally retarded and maladjusted are needed.

During meetings with the Cyprus Committee on Special Education the competency-based teacher education approaches used in many American universities and colleges were described. To serve as guidelines for future teacher education programmes in Cyprus the Inspector of Special Education received detailed copies

of two such programmes:

(1) Special Education - undergraduate competency-based degree program

(2) Special Education - graduate competency-based degree program

Pre-service training. Also discussed at these meetings was the possibility of expanding the current programmes at the pedagogical academy to include a special education component. These alternatives were offered until such time as Cyprus has a degree-granting college or university.

Recommendation was made that those training in regular education have two or three courses in special education. Also, part of their practical experience should be with the handicapped. This is not only to provide knowledge of, and sensitivity towards, learning and behavior problems, but to prepare the regular educators for the integration of the mildly handicapped which Cyprus plans for the near future.

Recommendation was made that at the pedagogical academy, those who will work exclusively with the handicapped be given a minimum of one year's training in special education beyond the three-year programmes presently offered at the pedagogical academy. Because many authorities believe that knowledge of the normal child is essential for working with the handicapped, most teacher education programmes consider certification in regular education as a prerequisite for special education. Such a programme could lead to dual certification.

In-service training. For those regular education teachers who wish to work with the handicapped in regular grades and for those already teaching classes of the handicapped but having no special education certification, it was recommended that summer courses and evening courses be offered.

A recommendation was made that those who have formal training and experience in special education form a committee and prepare seminars and workshops which they can present to small groups of teachers. A rotating lecture series approach could be used.

Competencies of special education teachers. Rather than express the teacher education programme by listing course titles, competency statements are presented below for the special education component. The competencies have been arranged in order of complexity, beginning with those dealing with introductory information followed by those dealing with high order skills. The teacher must demonstrate knowledge of:

(a) characteristics, prevalence, resources relevant to appropriate categories of handicapping conditions in general

(b) nature, needs and problems of specific groups of handicapped children

(c) systematic use of relevant techniques and approaches available for assessing handicapped children

(d) systematic use of relevant techniques and approaches available for teaching individual and groups of handicapped children

(e) development, organization and evaluation of instructional programmes for handicapped children

(f) construction, evaluation, adaptation and modification of instructional materials for the handicapped

(g) language and speech development

(h) classroom management techniques:

(1) methods of motivation
(2) individualization of learning experiences
(3) grouping for effective instruction
(4) scheduling of activities
(5) writing goals and objectives
(6) continuous monitoring of pupil progress

(i) effective communication with other professionals

(j) effective communication with parents of handicapped children

(k) effective co-ordination of school and community resources to provide social, vocational, academic, and related learning experiences for the handicapped

It was recommended that each of the above topics be the focus of one twelve-session seminar; each session being 2-2½ hours long. In addition, a supervised practicum should complete this training programme.

Programme instructors. Persons with degree or diploma status in special education or a related field should be responsible for writing and implementing

an organized plan of instruction for each of the above-mentioned competencies. Visiting professors from other countries should augment this staff of instructors on a regularly scheduled basis.

Selection of teacher trainees.

(a) there should be written criteria and procedures for admission to the training programme

(b) the evaluation process should include techniques to measure teaching potential and should use appropriate measures to assess the intellectual, psychological, social and physical abilities of the trainees

(c) all referrals for the programme should be screened by personal interview and by review carried out by pertinent personnel

(d) trainees should be selected on the basis of interest, aptitudes, and abilities as reflected by the above procedures and by adequate performance

Mainstreaming. Special education has two obvious dimensions: (1) a developmental one in which the field is held responsible for the total education of more severely handicapped children from an early age and (2) a supportive one in which it serves to devise educational programmes for children with mild learning/behavior problems assigned to a regular classroom. It acts as a catalyst to assist schools in modifying programmes to deal with a broad range of handicaps which impede the learning process.

The traditional role of the special educator has been that of a teacher of the handicapped in a self-contained classroom or special school. Special education classes have been segregated from the mainstream of regular education. The children enrolled therein have been grouped according to the traditional disability categories. The special educator has been responsible for conducting a programme of education almost parallel to the regular class programme but presumably specially tailored for handicapped children. This restricted concept of the role of the special educator has given way to broader and more varied ideas of the times, places, and goals of special education services.

Because Cyprus legislation has mandated that educational opportunities be made available to the handicapped aged 5-18, it now must begin implementing

these experiences in all possible settings within the school environment.

Buildings, classrooms and equipment. During the past five or six years there has been a growth in the number of new school buildings in Cyprus. This includes sites for the handicapped. There is evidence that this trend will continue for some time. Many of the sites for the handicapped come from joint funds from private and government sources. The parents of the handicapped are actively involved in the creation and development of these sites.

The schools which have been built recently for the moderately retarded are adequate in terms of number and size of classrooms, vocational areas, and home economics areas. The facilities are in need of (1) much larger pupil-personnel service areas including space for speech therapy, counseling, and individual instructions; and (2) indoor recreational areas for music, art, physical education.

No school has a properly constructed outside recreation area. There is either a complete lack of equipment or the equipment is too old or too inappropriate to be usable. It was recommended that the school staff take on a joint project with parents and voluntary organizations to develop such areas. There are many sources which describe how to develop an outdoor recreational area specifically for the handicapped, using relatively inexpensive equipment.

Classrooms. The older schools and some of the classrooms for the maladjusted who are integrated into regular schools are very small. Regardless of the specific location, classrooms for the handicapped must be selected carefully. They should be large and pleasant. Special education authorities throughout such countries as the United Kingdom and the United States of America continually cite the importance to the handicapped of having more space, in order to facilitate adaptation to their limitations. The room must be large enough to permit the creation of interest centers and to house the wide variety of materials and equipment needed by the handicapped. It must not be placed in a dim, remote area of the school. It must be accessible to, and by, the needed personnel and facilities.

It should be well lighted and contain plenty of closet space and a storage room. Such items as a full-length mirror, a sink or kitchen facilities, chalkboards, bulletin boards, bookcases, individual storage cubicles for each child and individual study booths are necessary. The room should be divided into centers around specific topics - reading area, math area, science area, personal grooming area, etc.

Size of classes. Administratively most classes for the handicapped are (1) primary or level I (ages 6-8.9), (2) intermediate or level II (ages 9-11.9), (3) prevocational or level III (ages 10-15.9) and (4) vocational or Level IV (ages 16+). The size of the class varies with the level and ranges from 6 children at the lower levels to about 12-15 at the upper levels.

Teacher-pupil ratio. It was recommended that more serious thought be given to teacher-pupil ratio in Cyprus. A ratio of two teachers (or a teacher and a teacher-aide) per 8-10 children will provide the individual social and educational attention needed in a programme for handicapped children.

Curriculum guidance. The teachers of the handicapped in Cyprus are in need of a carefully planned systematic approach to curriculum development. Guides, materials and equipment are greatly lacking. Curriculum approaches for education of the handicapped include behavioral task analysis, clinical prescriptive teaching and competency based instruction. Curriculum content for the handicapped should basically include self-help skills, communication skills, perceptual motor/physical education skills, functional academic skills and economic usefulness/vocational skills. Any curriculum guide, regardless of approach, should be detailed, developmental, sequential, and contain a measurement component.

Instructional media center. In order to provide the special education teachers with guidance in curriculum development and materials selection, it was recommended that Cyprus establish an instructional media center. Such a center could gather, store and disseminate information concerning all types and levels of handicapping conditions. It could provide a source of consultative assistance as needed and could be a source of information for those in any

area of the country seeking programme help. It could serve by:

(a) acquiring and loaning professional and instructional materials for examination by teachers

(b) offering consultation and guidance concerning the use of methods and materials

(c) offering courses, institutes and workshops

(d) developing materials specifically for the Cyprus culture(s)

(e) engaging in research and evaluation of materials and providing guidance in the assessment of materials

This center should be directed by a special education curriculum development specialist and be located within easy access to persons needing its services.

To use as initial guidelines for equipping this center the consultant provided the Inspector of Special Education with the following:

(a) several extensive, comprehensive bibliographies of books and journals relative to many categories of handicapping conditions

(b) approximately 35 sources from which to obtain materials

(c) detailed guidelines for the systematic selection of instructional materials for the handicapped

In addition, it was recommended that there be much more teacher input in the development of programmes for the handicapped. This could be done initially through a questionnaire designed to identify their needs and ideas. It should be followed up by meetings during which teachers could investigate theories of teaching the handicapped in general and then could develop curricula specifically for the handicapped in Cyprus.

Interministry committee on the handicapped. Although the direction that special education in Cyprus is taking is basically in accord with practices in many other countries, there is an acute shortage of manpower in all disciplines needed to serve the handicapped. Those persons who have professional skills to render to the handicapped are spread throughout all ministries. In order to use the existing personnel and programmes more fully and to facilitate any expansion and creation of new programmes, more effective and efficient coordination of all resources is needed. More handicapped persons could be more effectively

served through such coordination. Therefore, recommendation was made that Cyprus form an interministry committee on the handicapped. Its function would be to coordinate educational, psychological, health, financial, employment, rehabilitational, architectural, residential and transportational issues relating directly to the handicapped. Its general aims would be to:

(a) assure that all handicapped persons in Cyprus are receiving appropriate educational programmes and services

(b) assure that each handicapped person receives career-education training relevant to the Cyprus job market, consistent with his career aspirations, and realistic as it relates to his maximum potential

(c) consider enrollment of preschool age handicapped children in education day-care facilities

(d) assist the more severely handicapped to gain maximum independence and thus reduce the need for institutional care

(e) provide for programmes of research and evaluation related to such services to determine (1) consistency with the application of the recent legislation, and (2) progress toward meeting goals

(f) eliminate unnecessary duplication and overlap in programmes

(g) prepare and provide information and data concerning the locations, provisions and availability of services and programmes for handicapped persons

(h) ensure a sufficient supply of trained personnel so as to achieve the above objectives

Membership of this committee should consist of a representative from:

(a) each ministry
(b) each district committee on the handicapped
(c) appropriate parent councils
(d) appropriate school councils
(e) legal personnel when warranted

District committees on the handicapped. As mandated by the recent legislation, each district in Cyprus must establish a committee on the handicapped. The duties of their committee are described in the law and are outlined earlier in this report. In keeping with these legal directives the following recommendations are made, with the aim of each committee developing facilities in its own district. The reason for this is that services for the handicapped are not made evenly available throughout Cyprus. The specific need for services in remote, low-income

and disadvantaged areas is clearly evident. Under the management of an inter-ministry committee on the handicapped, each district committee could more evenly distribute necessary services throughout its own region.

Added advantages in developing services and facilities in each district are:

(a) case loads could be kept small so that rather than large facilities in urban areas serving a large number of clients, smaller facilities in each district could supply quality services in a more normal atmosphere
(b) close involvement of families could be maintained
(c) transportation difficulties, a problem in Cyprus, would be decreased
(d) identifying the number of handicapped would be made easier
(e) referral, assessments and placement would be facilitated
(f) evaluation of services could be more easily carried out

Assessment. Assessment is a multidisciplinary process involving a variety of professional disciplines plus specific information from parents. Realistic planning for the handicapped requires a comprehensive assessment of the child's health, intellectual ability, adaptive behavior, perceptual-motor skills, and speech and language development. The disciplines needed for such assessment may include school and clinical psychologists, social workers, educational specialists, speech, hearing and vision specialists, various medical specialists and physical and occupational therapists.

Recommendation was made that each district committee establish an interdisciplinary assessment team, not only to identify the number, kinds and degrees of handicapped persons but also to determine the kinds of immediate and projected programmes and facilities needed.

The very young handicapped. Since the number of certain categories of handicapped children is predictable with fair accuracy, social institutional and educational planning for the future must take into account the special needs of the handicapped. Until there is real progress in prevention, facilities for the handicapped should be a part of basic social service planning. The needs of those who may require full or part-time residential care in the future must also be carefully considered. It is recommended that visiting nurses and social workers carry out a systematic child-find survey throughout each district in

Cyprus to identify the pre-school age severely handicapped and the primary age moderately handicapped.

Also, it was recommended that the existing nursery and kindergarten classes be surveyed to identify children who may have learning and/or behavior problems.

In both approaches, early identification with subsequent proper programme placements allows opportunities for the young handicapped child to receive the sensory-motor, social, language training he needs and may lessen the future detrimental effects of the handicapping condition. An additional, highly important benefit in the identification of pre-school and young primary age handicapped is the possibility of early parental involvement and meaningful parent education.

School-age handicapped. When a handicapped child is placed in a special education programme, careful attention must be made to the assessment data. Although the classifications of handicapping conditions are often arbitrary and in most cases multi-handicaps exist, no child should be placed in a programme totally unsuited to him. The mildly mentally retarded or the maladjusted and severely psychotic children with normal or above average intelligence should not be placed in classes for the moderately retarded.

Each district committee, taking into consideration the various kinds and degrees of handicapping conditions, should strive to establish in its respective region a hierarchy of special education programmes. Accordingly, a handicapped child could conceivably receive:

(a) regular classroom placement with special education consultance to a regular education teacher
(b) regular classroom placement with direct assistance to the child by a special educator on a regularly scheduled basis
(c) regular classroom placement with regularly scheduled hours in a resource room conducted by a special educator
(d) part-time special classroom placement with integration from time to time in a regular class
(e) full-time special classroom placement
(f) special day-school placement
(g) residential placement

It was recommended that a systematic way of moving a handicapped child from

class to class, school to school, and level to level be established. It must be a dynamic system, allowing the child freedom to be moved to a more appropriate educational environment when warranted.

Classes for the maladjusted. A child placed in such a class should have a maladjustment problem which has been determined by a school psychologist, an approved mental health clinic, or a psychiatrist. The condition should be of psycho-social origin leading to behavior which interferes with the child's ability to adjust to and benefit from existing regular class placement. This ordinarily implies normal or above intellectual potential, even though the child may not be performing at this capacity. Those children whose prime difficulty is true mental retardation and who may also have an emotional problem should be assigned to classes specifically designed for them. Classes for the maladjusted should hold children who have average or above intelligence and who may have educational difficulties. This should be kept in mind when assigning children to special classes. Also, when programming for such children one must keep in mind the level of maladjustment. For those children who have mild and moderate psychological-social problems and who have normal or above intelligence, placement in a regular school is advised. It is assumed that these children will be able to make relatively adequate adjustment in adult life and will eventually be able to develop sufficient independence. Their problems call for as much exposure to a normal educational situation as possible.

For those children whose maladjustment is such that there is a serious lack of contact with reality and whose chance of independence is poor, a special day school may be a more appropriate setting. As yet there is no such facility in Cyprus and it is strongly suggested that serious consideration be given to establishing one. It should be a typical school building and not merely a one-room facility. It should have all the necessary space for not only classrooms but administrative and ancillary staff.

Thought should be given to changing the teacher/pupil ratio. Currently there is one teacher to 10-12 children. It is customary in other countries to have two fully trained teachers in classes for the maladjusted. Also, in order to bring better services to children and to develop a sense of cooperation in the special education teachers, it was recommended that two or three classes be established in each normal school. Teachers would be better able to render a greater variety of services to the children and provide a more organized system of integration into the regular classroom.

The chronological age-range in the classes observed is much too wide. If more than one special class was established the children could be divided according to chronological age, thus allowing more homogeneous grouping. An advanced procedure could be established with the children being "promoted" to the next group.

Establishing classes for the maladjusted on the secondary level is imperative. As Cyprus has committed itself to educating these students, it must provide properly integrated programmes for them in the secondary schools. Those students who are currently on secondary level are not being effectively mainstreamed.

There is a great lack of equipment and materials for these classes. The teachers are left to their own devices to develop teaching materials for the children. Although one can expect some of this, there must be materials which provide the developmental guidelines in visual, auditory, kinesthetic, number, language and social learning. The children work too much in notebooks with teacher-prepared assignments which are not based on developmental scales and sequences. Curricula in each area of study must be prepared for the maladjusted from the first class through the secondary level classes.

The maladjusted do not receive the continuous psychological assistance they so desperately need. With the existing eight classes surely to be added soon, it is not unthinkable to have a full-time psychologist assigned just to the classes for the maladjusted.

The teachers who are currently teaching the maladjusted meet once a week to discuss their immediate problems. Another weekly session should be held in which in-service training occurs. Discussions on the most recent theories and techniques of teaching the maladjusted would be the purpose of the second meeting.

The programme has grown to the extent that the headmistress must have a full-time non-teaching deputy to assist her with the responsibilities of child-placement, in-service teacher training, parent counseling, curriculum development, mainstreaming and transportation.

There is a strong, cohesive group among the parents of the maladjusted. The consultant met with some of them and recommended that they exert their energies in urging the government to establish an array of educational and psychological services for the maladjusted, in obtaining funds for classroom and playground equipment, in encouraging the development of a special education teacher training programme in Cyprus.

An all-out effort must be made throughout Cyprus to bring the recent law on educating the handicapped to public attention, with a clear explanation of its ramifications and implementation. Seminars should be held for normal school administrators and teachers on the integration of these maladjusted children.

Adult handicapped. Providing skills that contribute to economic usefulness or vocational success is one of the major goals of the total curriculum for the handicapped. Skills of economic and vocational usefulness are vital and necessary whether the handicapped will remain at home, work in a workshop-activity center, or live in a residential setting.

The group needing immediate attention is the older maladjusted. It is recommended that combined educational/vocational programmes be established for them on the secondary school level. In addition, for those adult maladjusted who cannot function successfully in the community, appropriate workshop placement must be considered.

While workshops for the mentally retarded exist in Cyprus, they have the

following difficulties:

(a) the number of workshops does not meet the demands of the number of clients
(b) they are at a distance and transportation is difficult
(c) they are poorly equipped
(d) they do not have sufficient staff
(e) they lack meaningful on-the-job vocational tasks

It was recommended that a work study counselor(s) be employed for those retarded in a workshop setting. The function of this counselor would be to:

(a) examine the actual job possibilities throughout Cyprus for the retarded - industrial, agricultural, service, etc.
(b) consult with potential employers of the retarded to learn specific job positions and skills and to educate employers as to the characteristics of the potential employee
(c) advise the training staffs at the vocational training sites as to the specific skills that need to be learned for specific jobs
(d) place the retarded in appropriate jobs
(e) conduct follow-up to prevent job adjustment problems

Boarding houses. The currently existing boarding houses for the handicapped are operated by charitable organizations and/or parent groups. Legislation now dictates that the government assume responsibility for these facilities.

Each boarding house should be managed by a professional, full-time administrator who can coordinate all residential, educational, recreational, vocational, professional, personal, financial, transportational, and staffing issues.

A volunteer recruitment programme should be carried out to get more one-to-one contact for the clients in this boarding house. A training programme should be prepared for any potential volunteer. He should be expected to go through this training programme before he works with the clients. This approach would maintain consistency of treatment for the clients.

Immediate attention should be given to providing both indoor and outdoor recreational equipment for the boarding house in Limassol.

The need for ancillary services. Providing for the handicapped requires more thoroughness and consideration than has been assumed in the past. A variety of support personnel is needed to assist the educator in any serious planning for the handicapped. The lack of such support personnel in Cyprus is crucial.

It was recommended that members of the following disciplines be employed to work exclusively with the handicapped:

(a) school psychologists
(b) speech therapists
(c) physical therapists
(d) occupational therapists
(e) recreational therapists
(f) vocational counsellors
(g) curriculum specialists

The number of the above-mentioned personnel needed would depend on the case load deemed feasible for a professional in each discipline (e.g., the school for moderately retarded in Limassol is large enough to have a full-time psychologist, speech therapist, recreational therapist).

Residential settings for the severely handicapped. Current world trends of residential institutions include:

(a) efforts to return some of the community
(b) a decrease in overall size of institutions
(c) an increase in the more severe levels of handicapping conditions
(d) an increase in parental involvement
(e) an overall effort at reducing dehumanizing conditions caused by understaffed and underfinanced institutions

For those in Cyprus requiring residential placement, each district committee should establish small, intensive treatment units. Accordingly then, using this approach:

(a) there should be a small number of residents (less than 100)
(b) all except the most severe cases should spend 1 or 2 days a week in the community
(c) there should be a flexible, open-door policy regarding services and relatives
(d) trained professionals should be made routinely available for the needed specialized services
(e) every resident should receive extensive intervention treatment

Advisory boards for parents of the handicapped. The professional worker who serves the handicapped, whether his discipline is education, social work, psychology, medicine, rehabilitation, can no longer ignore the importance of counseling services to parents, and in many instances, to the individual handicapped. Major types of counseling services in handicapping conditions include

genetic counseling, parental counseling, and counseling the handicapped. There are very few of these services in Cyprus.

It was recommended that each district form an advisory board whose function is to provide the counseling that will assist parents of the handicapped to:

(a) accept their reactions to their children
(b) seek proper diagnosis and placement
(c) seek genetic counseling when appropriate
(d) cope with the demands placed on the family by the handicapped
(e) cope with any additional financial burden resulting from having a handicapped child
(f) cope with any limitations of family mobility as a result of having a handicapped child

Toward this end a guideline has made available to the Inspector of Special Education a book from the United States describing the organization, personnel, duties and functions of committees on the handicapped.

Roles of parents of the handicapped. The already existing strong, active group of parents of the handicapped can play a major role in getting more parents of the handicapped involved in fostering quality services for their children. This can be done by:

(a) creating an information materials service which keeps parents informed as to recent actions and decisions which might effect the welfare of the handicapped
(b) holding workshops on such topics as sex education, vocational education, legal rights, social benefits, medical and psychological aspects of handicapping conditions, etc.
(c) supporting medical, psychological and social research concerning the handicapped
(d) supporting the establishment of pre-school and post-school services for the handicapped
(e) supporting the development of special education teaching training programmes in Cyprus
(f) providing, with the help of philanthropic organizations, scholarships for teachers to study special education
(g) supporting the enactment of appropriate legislation for the handicapped
(h) promoting public understanding and community support through public media
(i) holding interprofessional public forums for discussion of major issues concerning the handicapped
(j) making a conscious effort to reach the parents of the handicapped in the remote areas of Cyprus

Research projects. A research and development team consisting of statisticians, psychologists, social workers, medical people, etc. should be formed for the

purpose of:

(a) conducting case-finding surveys in various communities of Cyprus to locate handicapped persons requiring services
(b) conducting studies to determine how the service needs of the handicapped are or are not being met
(c) establishing a priority list of services required, based upon the needs identified
(d) assessing all available and potential resources
(e) conducting research into developments bearing on handicapping conditions in Cyprus relative to their causes, prevalence, prevention, amelioration, cure